

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?							
Indicator Targets	Does not meet standard		School has received a 'D' or 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.				
	Approaching standard		School has received a 'C' for the most recent school year.				
	Meets standard		School has received a 'B' for the most recent school year.				
	Exceeds standard		School has received an 'A' for the most recent school year.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Not Evaluated	Not Evaluated					

The Indiana State Board of Education awarded Hope Academy a **no grade** for its 2014-15 school year performance. A school receives its final letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on improvement in proficiency between 8th and 10th grade. High Schools also receive points based on graduation rate, and college and career readiness of graduates. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

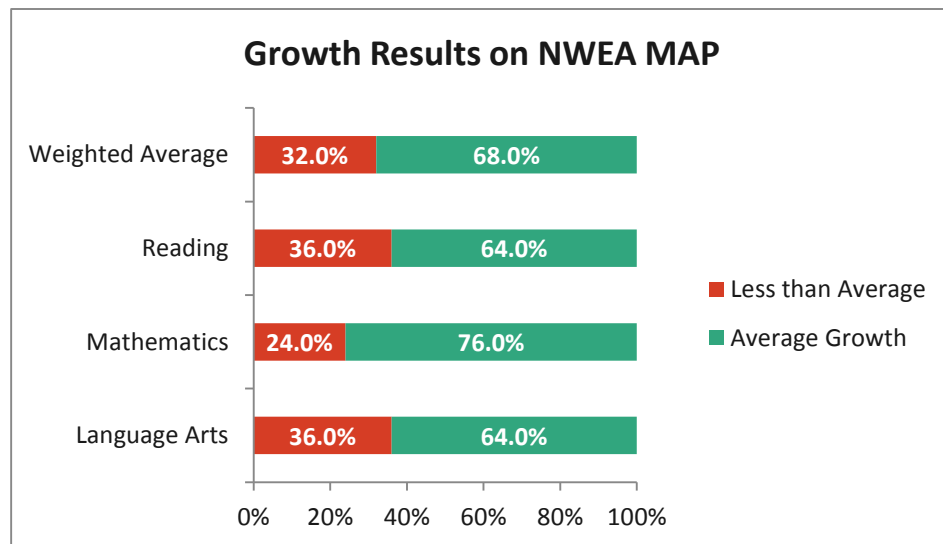
Due to its small population, Hope Academy was evaluated using the small school model, which uses data from previous years until there is enough to calculate a valid sample size. However, even utilizing this model, there were too few students to calculate a valid grade for the 2014-15 school year.

On January 26, 2016, the State Board of Education voted to adopt Indiana's recently signed Hold Harmless law. The law was approved in response to the state's adoption of a new ISTEP+ assessment in 2015 and the sharp drop in assessment scores that schools experienced. It enables schools to compare their grades from the 2013-2014 and 2014-2015 school years and to keep the better of the two. Since Hope Academy received a **no grade** both years, that is its final grade for the 2014-2015 school year. Thus, the school is **not evaluated** on the Office of Education Innovation (OEI) performance framework.

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model							
	Does not meet standard		Less than 60% of students meet or exceed the previous school year's national average growth in language arts, math, and reading.				
	Approaching standard		60-69% of students meet or exceed the previous school year's national average growth in language arts, math, and reading.				
	Meets standard		70-89% of students meet or exceed the previous school year's national average growth in language arts, math, and reading.				
	Exceeds standard		At least 90% of students meet or exceed the previous year's national average growth in language arts, math, and reading.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Not Evaluated	AS					

In order to evaluate student progress from year to year, Hope Academy's alternative performance framework examines the percentage of students who demonstrate average growth on a nationally-normed assessment.

In the 2014-15 school year, students at Hope Academy took the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments in language arts, math, and reading. The school reported that 64% of students made average growth in language arts, 76% made average growth in mathematics, and 64% made average growth in reading.



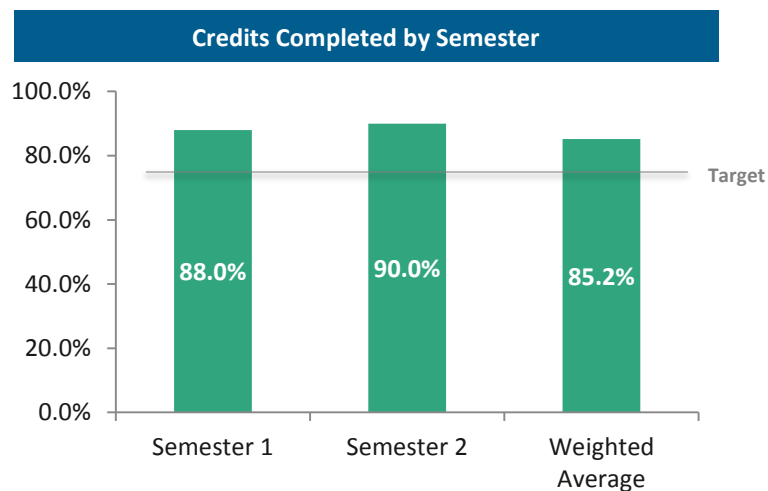
As seen in the chart, the weighted average growth for students on the MAP assessments is 68%, earning the school an **Approaching Standard** on this indicator of the OEI performance framework.

1.3. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?							
Indicator Targets	Does not meet standard		Less than 70% of attempted credits are completed per semester.				
	Approaching standard		70-79% of attempted credits are completed per semester.				
	Meets standard		80-89.9% of attempted credits are completed per semester.				
	Exceeds standard		At least 90% of attempted credits are completed per semester.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Not Evaluated	MS					

Each year, Mayor-sponsored charter schools are evaluated on the percentage of high school students who graduate within four and five years. Due to Hope Academy's unique population, traditional graduation rates are not an accurate portrayal of school performance.

Instead, OEI examines the number of credits that Hope Academy students attempt and the percentage of those credits that are completed. This ensures that while students are completing their treatment towards recovery, they are also remaining on track to graduate.

In the 2014-15 school year, students at Hope Academy completed 88% of attempted credits in the first semester and 90% in the second semester.



As seen in the chart, students completed a weighted average of 85.2% credits. Thus, the school earns a **Meets Standard** on this indicator of the OEI performance framework.

1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard		School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.				
	Approaching standard		School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.				
	Meets standard		School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.				
	Exceeds standard		School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Not Evaluated	Not Evaluated					

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status.

In order to report a subgroup's proficiency, the school must enroll at least 30 students in the subgroup. Due to Hope's small student population, OEI was unable to examine subgroup performance at the school. Therefore, the school was **not evaluated** on this indicator of the OEI performance framework.

1.5. Is the school's attendance rate strong?							
Indicator Targets	Does not meet standard		School's attendance rate is less than 90.0%.				
	Approaching standard		School's attendance rate is between 90.0% and 94.9%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Not Evaluated	AS					
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					Not Applicable	
	High School Grades					93.4%	AS

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Hope Academy has an aggregate attendance rate of 93.4%, with neither of the available grade levels meeting the 95% standard. Due to its aggregate rate, Hope Academy receives an **Approaching Standard** on the OEI performance framework.

Attendance by Grade Level

9 th Grade	*	*
10 th Grade	94.5%	✗
11 th Grade	*	*
12 th Grade	91.6%	✗
Overall Average	93.4%	✗

**Data unavailable due to low enrollment*

1.6. Is the school preparing students for college and careers?

Indicator Targets	Does not meet standard	Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list; 5) receive a "fair" score or better in 5 of the 8 developmental asset categories as determined by the Search Institutes Developmental Assets Profile; 6) receive a C or better in a required basic skills development course.					
	Approaching standard	30.0 – 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list; 5) receive a "fair" score or better in 5 of the 8 developmental asset categories as determined by the Search Institutes Developmental Assets Profile; 6) receive a C or better in a required basic skills development course.					
	Meets standard	40.0 – 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list; 5) receive a "fair" score or better in 5 of the 8 developmental asset categories as determined by the Search Institutes Developmental Assets Profile; 6) receive a C or better in a required basic skills development course.					
	Exceeds standard	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list; 5) receive a "fair" score or better in 5 of the 8 developmental asset categories as determined by the Search Institutes Developmental Assets Profile; 6) receive a C or better in a required basic skills development course.					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Not Evaluated	Not Evaluated					

The Indiana State Board of Education has established criteria for determining whether or not a high school graduate has not only met graduation requirements, but is also college- or career-ready. In order to be deemed college- or career-ready, a student must pass an AP or IB exam, earn dual credit from an approved list of courses, or receive an industry certification from an approved list. Additionally, due to Hope Academy's unique student population, educational model, and mission, graduates are considered college- or career-ready if they perform sufficiently on the Search Institutes Development Assets Profile and/or a required basic skills developmental course.

In order to have a valid sample size and to protect student privacy, a minimum of 10 students are required in reporting graduation and college- and career-readiness results. Due to Hope's small student population, OEI was unable to examine college-and-career readiness of graduates. Therefore, the school was **not evaluated** on this indicator of the performance framework.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard	School does not meet standard on either school-specific educational goal.					
	Approaching standard	School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific educational goals.					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Not Evaluated	AS					
School-specific Information	Goal					Result	Rating
	The averaged scores from student responses on selected DAP items are between 3.00 and 3.50 on a 4-point scale.					2.95	AS
	At least 90.0% of students who are not currently impacted by relapse will maintain or show a decrease in GAIN-SS scores.					72%	DNMS

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2014-15, Hope Academy set its first goal around student achievement on DAP. The school reports that student responses were 2.95 on a 4.00 scale, and thus, is **approaching Standard** on the first goal.

Hope Academy set its second goal around a decrease in GAIN-SS scores by at least 90% of students. The school reports that 72% of students decreased, meaning the school **does not meet standard** on its second goal.

Overall, Hope Academy receives an **Approaching Standard** on the OEI performance framework for this indicator.

School Mission Statement

The mission of Hope Academy is to provide a safe, sober, and challenging school experience for students who share a commitment to educational achievement and personal growth.